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ЗДРАВНО ОБРАЗОВАНИЕ

КАК ПРИЛАГАНЕТО НА ФИЗИЧЕСКОТО ОБРАЗОВАНИЕ В УЧИЛИЩЕ СЕ ОТРАЗЯВА ВЪРХУ ЗДРАВНОТО РАЗВИТИЕ НА УЧЕНИЦИТЕ?

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HOW DOES THE DEGREE OF APPLYING TO PHYSICAL EDUCATION IN SCHOOLS AFFECT THE HEALTHY DEVELOPMENT OF STUDENTS?

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Abstract: *The professional preparation of the teacher and the techniques that the physical education teacher must master and implement in practice are the essence of a healthy development of students. This paper aims to present a complete picture of the teaching aspects and techniques used in schools in the Elbasan region today. One of the problems faced by the Albanian society today, and especially students, is obesity turning into one of the most troublesome problems of developing and emerging economies. Many of these countries are even thinking of treating a obese person as a person with disabilities. Given this fact, the focus of physical education teachers in the direction of obese children but also of children who have begun to have a passive life with the entry of personal (personal) mobiles for which they should not only increase their physical activity but also in the way of the education of a healthy life, remains primary and essential in today's society and in the future. The research mode and the results obtained were made through questionnaires addressed to students in various schools in the Elbasan region. Students of different ages and gender have given their thoughts to spell out a complete picture about questions in the questionnaire. Based on the tables and graphs, a general conclusion for the study is given. At the end of the paper, recommendations are made to reach a more effective collaboration between teachers and students, as one of the main ways for the teaching process, some recommendations are given to teachers in order to develop various activities that promote a healthy living in society.*

Key words: *physical education, teaching, teacher, student, obesity, activities.*

Theoretical treatment according to different scholars

George Hebbert with his natural method emphasized that primitive peoples had some special but efficient forms of appropriation of movements, by which they coped with their vital needs. He found that natural movement gave better results in comparison with those of traditional gymnastics. According to him, the main goal of physical education is the development of general resistance, the maintenance of good health at the same time acquiring the necessary habits that requires practical life. The Swedish author P.H.Ling is considered as a promoter of modern physical education and the creator of Swedish gymnastics based on scientific and pedagogical principles. After having been given the chance to try out on his body the role of physical therapeutic exercises, he founded in 1813 the Stockholm Royal Institute of Gymnastics. He proposed 4 (four) types of activities such as: Pedagogic Gymnastics, Military Gymnastics, Medical Gymnastics, Aesthetic Gymnastics.

Physical education and engaging in sporting activities for man is indispensable

Naturally, it has been written and spoken in recent years, and it is still talking about the role of physical education in the human body, mind and in particular the prevention of obesity and various diseases. Undoubtedly,

we can say it has an important role in the quality of life, as well as in life. It is precisely the physical education that enables us to perform a good psycho-physical performance without mentioning body beauty. I think the above arguments would be sufficient for anyone who wants a qualitative life as long as possible. Denis Diderot (1713 - 1784) made a real contribution to affirming the role of gymnastics and general personality education. He was one of the most prominent representatives of the French Enlightenment. In his work "Encyclopedia" Diderot studied the way of involving gymnastics in the curricula compulsory for all school categories. He saw physical education in the function of bodily development and improvement of organic processes, as well as in establishing a fair psychic balance of the individual. In his work, he states: "Education aims to preserve the health, the formation of good body, soul and behavior in civil life".

Relation of the subject physical education, sports and health with other curriculum areas

The relation between different curricular areas is growing ever more and this is not only the cross-curricular nature of the knowledge that the educational system now brings, but also because it is in the interest of everyone to do the best for a better education students, as it helps them to understand, reinforce, and apply the knowledge gained in practice. The subject "Physical Education, Sports and Health" relates to other curriculum areas and is intertwined with other sciences through which students acquire knowledge about phenomena and occurrence, which by supporting the subject "Physical Education, Sports and Health" in generality and the process of physical education in particular, can greatly enhance the learning experience for children.

Methodology of study In this regard, the purpose of this study is to highlight some aspects of the conditions that the schools in our region meet for the progress of the physical education class, the quality of teaching, the academic staff as well as some other important elements for a quality physical education in the school. Problem: A steady increase in the number of obese and passive students in schools. Regarding to this problem, the objectives of the study are:

1. Identify the various issues faced by students.
2. Reflect the techniques and tools used by teachers to combat this century's disease such as obesity and passive life at younger ages.

Research questions and hypotheses

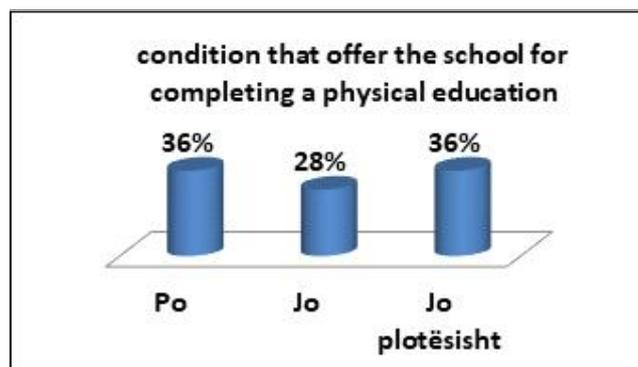
1. Does the school meet the necessary conditions for a qualitative physical education in the schools of the Elbasan region?
2. Are the teachers of physical education at the right professional level?
3. How important is the time of physical education in student performance during the school year?
4. Do the teachers outside the profile of physical education develop different methods and activities, involving as many students as possible in order that the teaching time is as productive as possible?
5. Does the time of physical education carry the same value with the other subjects that take place in the school?

Hypothesis: The teaching techniques used by physical education teachers are essential to contribute to a healthy and quality development of students in schools. They are indispensable for a qualitative life.

Research Methods and Techniques. The methods are: Questionnaires with students and teachers, and interviews with teachers who teach the subject of physical education both in profile and abroad. In order to accomplish the tasks presented, we should know the knowledge about the anatomy-physiological and psychological characteristics in the development of the students, to be able to distinguish the abnormalities in physical development and to take the necessary measures. The teacher has the duty to demonstrate the exercises practically and theoretically so that students understand the exercises both theoretically and practically.

Implementation of the study methodology. Participants in this study are the pupils of the 9-year schools "Ptoleme Xhuvani", "Qamil Guranjaku" and the high school "Kostandin Kristoforidhi" Elbasan. In the Ptoleme Xhuvani school, 18 questionnaires were distributed, of which only 14 questionnaires were received, 8 were boys and 6 girls in grade VIII (eight), while at Qamil Guranjaku school were dispatched 23 questionnaires and 18 questionnaires were received, 7 were girls and 11 were 9th grade boys (nine), while 20 questionnaires were sent to the Kostandin Kristoforidhi School where 18 questionnaires were received, with 8 being girls and 10 X (ten) grade boys. Students who are included in the study are students aged 11 to 17 who are girls and boys of different levels. The study included the teachers of these schools. The classes involved in the study have over 20 students. In total, 61 questionnaires were distributed, of which 50 were correctly filled. **The instrument used** to collect the data needed for this study is a questionnaire that contains open questions and closed questions.

Case study Question 1. Do the school as an educational institution meet the conditions for completing a physical education class?



From the data collected by the questionnaires we come to the following results: 36% of students think that the school as an educational institution offers the conditions to complete the physical education class. Also the same response rate for the variant is noteworthy as the school as an educational institution does not offer more or less the conditions to complete the physical education class. This indicates that some of the schools in the study have facilities that can be in consideration for completing physical education. While 28% of students think that no, the school as an educational institution does not offer conditions to complete the physical education class. This shows that some of the schools studied do not have enough facilities to complete their physical education classes.

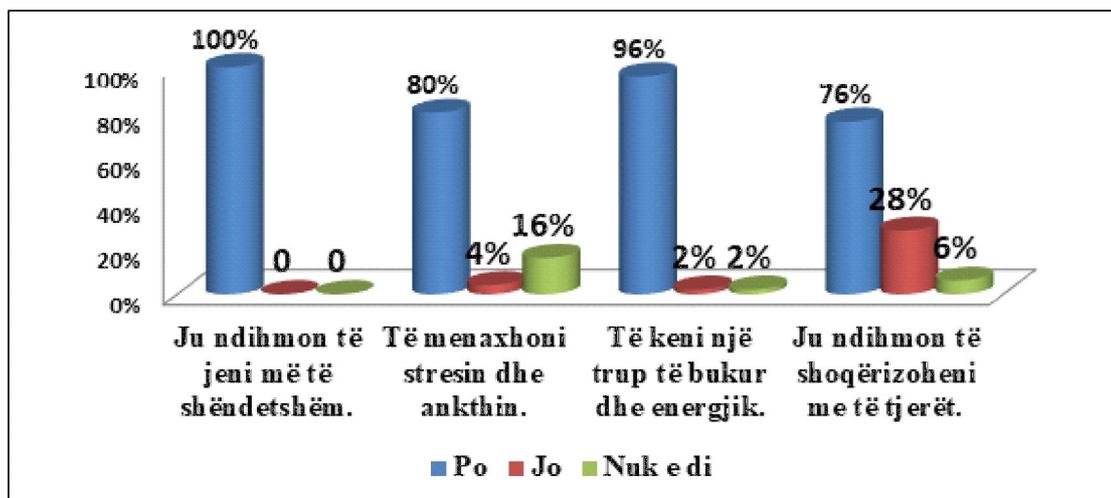
Question. 2. How is organized an hour of physical education?



From the data obtained from the questionnaires, we conclude that: 82% of students are interested in developing a physical education class because it brings good to them. They think that during this hour they can do as many games and sports activities as possible. Pupils wait patiently for this class to take place. 16% of them do not think they are interested in developing a physical education class.

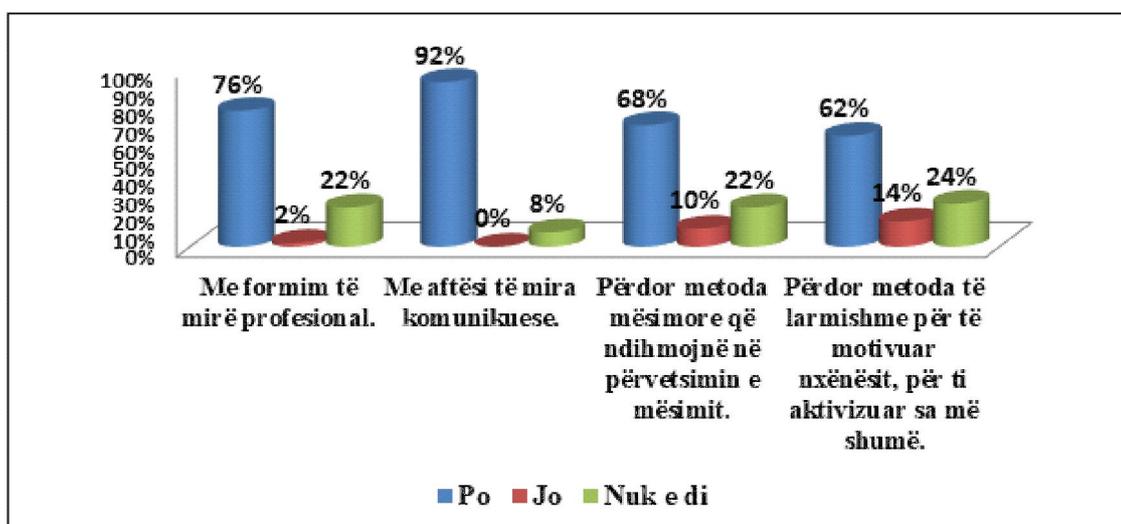
Maybe they like to sit in small groups and talk or play on mobile and this phenomenon which is making the children of very young age have a passive and unhealthy life. 2% of them are not interested at all for the physical education hour

Question. 3. How useful is physical education hour?



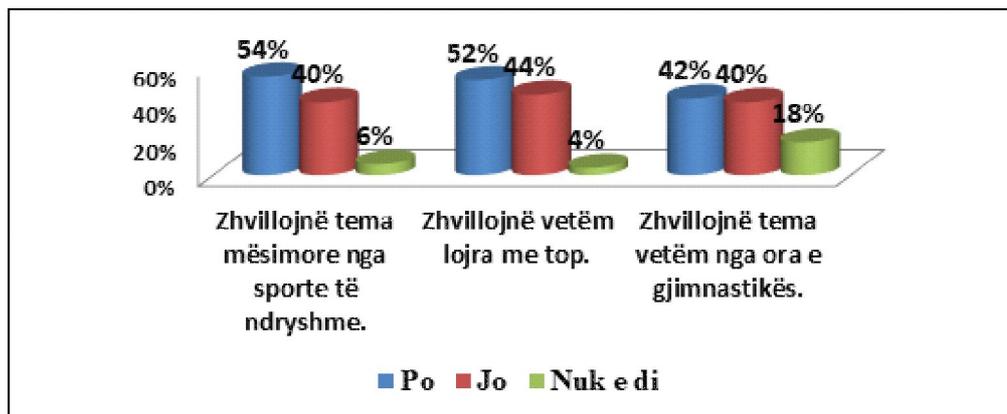
100% of students think that physical education helps them to be healthy and to have a beautiful body development. Through the various exercises that take place during the physical education class, students are formed muscles, obesity is fought, and their bodies begin to form. But 2% do not know that physical education is useful for having a beautiful and energetic body. While 12% do not know that physical education time helps them associate with their peers.

Question. 4. What is your opinion about the Physical Education Teacher?



76% of students think that the physical education teacher, with his concrete work in the school has increased his level and professional status, so we can say that we have a high level of teachers and a qualitative work on their part. This shows that physical education teachers are capable and appreciated by students through their work. 8% of students do not know that physical education teachers have or not a good communication skills. We can say that a fairly large percentage have achieved a good result in communication skills and a very small part does not possess these skills. 10% of students think that physical education teachers do not use methods to help learners to acquire of new knowledge.

Question. 5. Do physical education teachers develop different and effective topics during the academic year?



54% of students think that physical education teachers develop different and effective topics from different sports. Teachers teach the students how to develop the game and the rules of the various sports so that the students acquire as much knowledge as possible about new sports. This is because these teachers possess the right sport ground to develop different topics from different sports. 4% do not know if physical education teachers only develop ball games. Perhaps these students do not show up during this hour. 18% of students do not know if physical education teachers develop themes from gymnastics, perhaps because of these students the physical education can be replaced with other subjects or not Regular

Question. 6

Which of the sports you would like to develop more in the classroom hours. What activities do you want to develop during the classroom? Give your opinion. From the data received from the questionnaires some of the students' writing opinions were.

- Do different exercises to keep the body as strong and as energetic as possible. To explore different games with the ball.
- Develop as many different sports as possible and build a gym where we do various sports activities.
- Some of the sports are: basketball, volleyball, football. All areas for these sports are done in the school grounds because they are missing.
- I would like to develop various extracurricular activities and in cooperation with other schools around.
- I want to play basketball but I can not. This is one of the sports I prefer.
- I would like to develop more volleyball and basketball, but also other games.
- Sport is very important and we must perform as many sporting activities in school.
- I would like to develop different activities, get more involved in sports games that we would like to enjoy doing these activities

Interviewing with teachers. Discussion and interview with teachers Discussions and interviews with the teachers aim to gather general personal and professional information, and more specifically in this section are required information overtime, higher professional qualification, years of experience as a teacher etc. This interview contains questions directly related to various issues of testing and assessment of learning and we are mainly focusing on issues related to planning, implementation, outcomes and possible recommendations for further improvement of this process. The number of teachers who participated in the discussions and the interviews was about 12 teachers of different gender and ages. Some of the questions asked to teachers are as follows:

1. Are students interested in developing different sports activities even outside the classroom?
2. How aware are the students about the the relationship between sports activity and good health.
3. Does the school meet as an institution the necessary facilities for the sports facilities and the necessary tools needed for the physical education class?
4. What changes have brought about the increase of the teaching rate for the school hours for both teachers and students?
5. What do you propose to change?

Conclusions

So, as we saw from the above analysis of questionnaires with students, it became clear that they require more quality, both from teachers and school infrastructure, in terms of the development of physical education classes. The students have expressed the fact that they have welcomed the increase in the hours of physical education, in the pre-university curriculum. What is worth mentioning is the fact that this increase of hours on the part of the students is not seen as an opportunity to “not” teach, but rather they are interested in developing a full-time physical appearance. More and more students are raising the awareness that physical education is indispensable, not only to have a beautiful body but also to have good health. On the other hand, physical education teachers acknowledge the fact that in some cases they have difficulty responding to the demands of students in the physical education, as the infrastructure in many ways and the tools for developing this course are lacking. In many cases, they admit that in schools that do not have a closed gym, physical education class, during the winter they develop into classrooms without the possibility of developing physical activities, as well as the sports that are foreseen in the curriculum. Also interesting is the fact that teachers also admit that they sometimes need training courses to get acquainted with the latest methods and methods of teaching in the field of physical education.

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